CME/Conference Evaluation Worksheet

Date: _____
Name of Presenter: _____
Title of Presentation: _____

Before the Presentation

1. What questions do you hope to have answered by the speaker?

1a. _____
1b. _____
1c. _____

After the Presentation

	Not Discussed	Poor	Fair	Good	Excellent
2. Please rate the quality of the <u>search strategy</u> for information presented:	1	2	3	4	5

3. Please indicate each of the speaker's <u>recommendations</u> and the corresponding <u>quality of evidence</u> by filling-in the following table:

The scale for "quality of evidence" is as follows:

> "**Best**" –   Evidence-based guidelines, meta-analysis or systematic review, or randomized controlled trial
> "**Fair**" –   Prospective cohort, consensus guideline
> "**Poor**" – Expert opinion, biological validity, case-control trials, case report
> "**None**" – No evidence presented

Speaker's Recommendation(s) (please list below)	Quality of Evidence				Will this change how you practice? (Yes or No)
	Best	Fair	Poor	None	
3a. _____ _____	Best	Fair	Poor	None	Y N
3b. _____ _____	Best	Fair	Poor	None	Y N
3c. _____ _____	Best	Fair	Poor	None	Y N
3d. _____ _____	Best	Fair	Poor	None	Y N

4. Estimate the ratio of Patient Oriented Evidence that Matters (POEM) to Disease Oriented Evidence (DOE) used in this talk (Please circle):

All POEM	Mostly POEM	Mostly DOE	All DOE

Instructions for the CME Worksheet

This worksheet is designed with several goals in mind. The main goal is to help you "get something" from a CME lecture presentation (research shows that most of us retain very little of the presented information). The worksheet starts by asking you to figure out, **before** the presentation starts, what you want to learn. During the presentation you will determine if you are learning what you want to learn (or are learning something else), and decide the strength of the information supporting what you've just learned. The form also can be used to provide feedback to the presenter.

To Use the form:

1. **Before the talk starts:** Decide why you are there. What do you expect to learn as a result of attending the presentation? If you can't nail down some reasons quickly, look at the learning objectives given for the presentation. Perhaps these will trigger some patient care questions that you hope to have answered. Write these reasons down in the gray box.

2. **During the talk**: Rather than just let the speaker's words wash over you like surf on a quiet beach, slowly lulling you into unconsciousness, *evaluate* the speaker's information *as you hear it.* Determine the source of information and its strength. Are the speaker's conclusions based on the results of rigorous testing, common sense, or the speaker's experience? All of these types of information can be useful, but you need to determine them for each conclusion you take home with you.

3. **After the talk**: Write down the new things that you have learned. Determine the strength of evidence supporting these new ideas, and think about whether you should start doing something different as a result of the information you've gained.

4. **Feedback to the presenter**: If there is a copy attached to the form, hand it in so that the speaker can get feedback on his or her presentation.